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ABSTRACT

The International Baccalaureate (IB) program, in which students in the last 2 years of high school can earn a diploma recognized for university admission throughout the world and for course credit at colleges and universities in Canada and the United States, is described. Information about the program is provided in the following areas: (1) curriculum; (2) grading and examination system; (3) credentials; (4) adaptability of the program to the participating school's curriculum; (5) teacher orientation; (6) costs and fees; (7) list of colleges and universities in Canada and the United States which recognize the IB diploma; (8) governance of the program; (9) financial support; (10) list of universities outside the United States and Canada which recognize the IB diploma; and (11) IB schools outside Canada and the United States. The curricular materials and their costs are listed and the origin of the International Baccalaureate idea is described. (JH)

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Focus & Higher Standards for Secondary Schools

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The International Baccalaureate Program

THE INTERNATIONAL BACCALAUREATE:

Alberta	Calgary—Sir Winston Churchill Secondary School Western Canada High School
	Edmonton—Harry Ainlay Composite High School McNally Composite High School Old Scona Academic High School Ross Sheppard Composite High School
British Columbia	Abbotsford—Abbotsford Senior Secondary School
	Langley—Roy E. Mountain Secondary School
	Vancouver—York House School
	Victoria—Lester B. Pearson College of the Pacific
	White Rock—Semiahmoo Senior Secondary School
Manitoba	Winnipeg—Kelvin High School Miles Macdonell Collegiate Silver Heights Collegiate
Nova Scotia	Bridgewater—Park View Education Centre
	Windsor—King's-Edgehill School
Ontario	Kingston—Loyalist Collegiate and Vocational Institute
	Newmarket—Pickering College
	North York—Victoria Park Secondary School
	Ottawa—Ashbury College Elmwood School
Quebec	Montréal—Collège Jean-de-Brébeuf The Study
Arizona	Chandler—Chandler High School
California	San Francisco—The French-American Bilingual School
	Vista—Vista High School
Connecticut	Darien—Darien High School
	Hamden—Hamden High School
	Kent—Kent School
	West Hartford—Conard High School William H. Hall High School
	Woodbridge—Amity Regional Senior High School
District of Columbia	Washington—Washington International School
Florida	Jacksonville—Stanton College Preparatory School
	St. Petersburg—St. Petersburg High School

SECONDARY SCHOOLS IN NORTH AMERICA

Georgia	Atlanta—North Fulton High School
Illinois	Chicago—Lincoln Park High School
Massachusetts	Braintree—Braintree High School
	Wellesley Hills—Wellesley High School
	Westfield—Westfield High School
Michigan	Birmingham—Detroit Country Day School
	Southfield—Southfield High School
	Southfield-Lathrup High School
Minnesota	Grand Rapids—Grand Rapids High School
Nevada	Las Vegas—Valley High School
New Jersey	Glen Rock—Glen Rock Senior High School
New Mexico	Montezuma—The Armand Hammer United World College of the American West
New York	Great Neck—John L. Miller-Great Neck North Senior High School
	New York—The Anglo-American School of New York
	Curtis High School
	Francis Lewis High School
	James Madison High School
	South Shore High School
	United Nations International School
	Rockville Centre—South Side Senior High School
Ohio	Cincinnati—Withrow High School
South Carolina	Irmo—Irmo High School
Tennessee	Elizabethton—Elizabethton High School
	Memphis—Immaculate Conception Cathedral High School
Texas	Harlingen—Harlingen High School
	Houston—Bellaire High School
	Mirabeau B. Lamar High School
	Westbury High School
Virginia	Falls Church—George Mason Senior High School
Washington	Tacoma—Henry Foss High School
Wisconsin	Milwaukee—Rufus King School for the College Bound
	Racine—Jerome I. Case High School
	The Prairie School
	Wausau—East High School

March 1983

Focus and higher standards are being achieved by secondary schools in Canada and the United States through their introduction of the International Baccalaureate program. Students and teachers are finding the IB curriculum, offered in the last two years of high school, fulfills their need for greater challenge in a cohesive, comprehensive framework. The advanced level at which IB subjects are taught and the program's emphasis on the philosophy of learning serves the academically talented and motivates students toward greater achievement.

Successful completion of the program earns for the student a Diploma recognized for university admission throughout the world and for course credit at colleges and universities in Canada and the United States. The IB's greatest value, however, lies in its intrinsic worth as a challenge and a symbol of the greater achievement to which students and teachers aspire.

The IB program is a system of syllabuses setting forth the objectives in each course and examinations based on the concept that general education at the upper secondary level should encompass the development of all the main powers of the mind through which man interprets, modifies and enjoys his environment.

With these principles in mind, an international group of educators have designed a curriculum that requires each student to become proficient in language and mathematics—the two most important tools of communica-

The International Baccalaureate (IB) program is sponsored and administered by the International Baccalaureate Office (IBO), a Swiss foundation with headquarters in Geneva. The IBO is represented in Canada and the United States by International Baccalaureate North America, Inc. (IBNA), a tax exempt, publicly supported corporation chartered in New York.

tion and analysis—and familiar with at least one subject that exemplifies the study of human behavior and one other that exemplifies the process of scientific inquiry. The IB Diploma candidate is also required to participate in a course that reflects upon the truth, criteria, values and interrelations of the learning experiences resulting from the subjects being studied and to develop an acquaintance with aesthetic and moral values by engaging in creative, aesthetic or social service activities.

The program's broad range of subjects accommodates diverse student interests and intentions while adhering to the objectives of a cohesive liberal education. As a result, students and teachers are motivated to develop fully their academic talents.

The International Baccalaureate program is structured in terms of the objectives it seeks to achieve, as reflected in the requirements referred to above. It is flexible in terms of the means for achieving these objectives, allowing variations according to the needs and resources of the school. This means the program can be adapted to different educational systems.

The Curriculum

Embracing the last two years of secondary education, the curriculum of the IB Diploma program incorporates standards that assume a high level of achievement during the prior years. The subjects that comprise the main part of the curriculum are typical of those studied in the 11th and 12th grades—or 12th and 13th grades in 13 grade systems. The subjects are arranged according to six areas and the IB Diploma candidate is required to choose one subject from each area. However, the student may choose as the sixth subject a second one from one of four of the other areas. This aspect of the curriculum scheme is typical of the distribution requirements to be found in liberal arts or general education programs.

Almost all the subjects offered in the program have syllabuses for two levels of achievement. The higher level syllabus encompasses material that typically requires two years of preparation for the examination, assuming

five class hours or the equivalent per week. The subsidiary level syllabus requires about half as much preparation time, which may either be extended over two years (two or three class hours per week) or covered in one year (five class hours) in accordance with the school's decision.

In selecting the six subjects, the candidate must decide on three to be studied on the higher level and three on the subsidiary level. Examination in the higher level subjects will thus take place at the end of the final year. Examination at the subsidiary level will depend on whether it is offered as a one or two year course; if a one year course, the candidate decides whether to enroll for it in the penultimate or final year.

The six areas and the subjects in which the IB program provides syllabuses and examinations are as follows:

1. Language A (first language, generally that native to the student or the country in which the school is located; in North America this is almost always English), including a study of world literature in translation from at least two language areas.
2. Language B (second modern language,* distinguished from Language A in not requiring the same depth and breadth of understanding of cultural and historical contexts of language), or a second language at the level of Language A.
3. Study of Man—one of the following options:
   a. history
   b. geography
   c. economics
   d. philosophy
   e. psychology
   f. social anthropology
   g. business studies
4. Experimental Sciences—one of the following options:
   a. biology
   b. chemistry
   c. physics
5. Mathematics
6. One of the following:
   a. plastic arts
   b. music
   c. a classical language*
   d. a second language B
   e. an additional option under 3, 4 or 5
   f. special syllabuses developed by IB schools
   g. computer studies

* Latin may be offered as a language B with the special permission of IBO Geneva.

The Diploma candidate must also take a unique course created by IB, known as the Theory of Knowledge. This course is designed to require at least 100 teaching hours, spread over two years in such proportions as the school chooses. The student is asked to reflect on his secondary school experience in a comparative and critical way by investigating the knowledge, claims and judgments made in logic, mathematics, natural and social sciences, history, ethics and aesthetics. The course concludes with an examination of opinion, faith, belief and truth.

In the third, fourth, and sixth areas described above, the school meeting certain qualifications may design its own syllabus and course outline for a subject not listed and, if it is approved by IBO, a student may take this as an IB course, but at the subsidiary level only. Student performance in such a course is assessed entirely by the school, and no student may take more than one such internally assessed subject.

In addition to these courses of study, the school must have the Diploma candidate undertake independent work in one of the subjects studied and prepare an extended essay or research report, to be assessed by an IBO examiner.

The final requirement for the Diploma is that the student spend the equivalent of at least one afternoon a week in some creative or aesthetic experience, or social service activity. This requirement is easily met by the extra-curricular activities common in North American schools. The school must specify how this requirement was satisfied.

Grading

The grade awarded by the IB examiner is based on a scale of 1-7, ranging from very poor (1) through satisfactory (4) to excellent (7) and with distinction (7E). The total of grade points received determine in major part the awarding of the Diploma. The candidate may also be awarded one additional grade point for superior performance in the Theory of Knowledge and one or two grade points for an exceptionally good extended essay; less than satisfactory work in either Theory of Knowledge or the extended essay will result in the deduction of one point in each case.

Written examinations are given according to a fixed schedule in the latter part of May. Beginning in early July, transcripts of the candidate's performance in the IB program are distributed to universities as requested and to the students. The candidate's school is not restricted in any way in making its own determination of a student's performance and issuing its own certificate and transcript. These would not have the imprimatur of the International Baccalaureate but could refer to the student's enrollment as an IB candidate.

The International Baccalaureate Office in Geneva is responsible for the preparation and grading of all IB examinations. The chief examiner in each subject sets the the examinations, usually in consultation with assistant examiners and after inviting the submission of suggested questions by IB teachers.

The language examinations require responses to printed multiple choice —for language B only—and essay questions, and oral responses to printed or oral questions with a face to face examiner or through recording on a cassette. Examinations in other subjects may have both printed multiple choice and essay questions and include graphic material. Because teachers are not constrained in their precise approach to a subject, both multiple choice and essay examinations offer the student the opportunity to select the questions to be answered. The teacher is guided in preparing students for examination by published criteria of evaluation.

In calculating the final grade in a subject, the IB examiner refers both to the student's performance in school and the marks awarded on the IB examination. The IB syllabuses prescribe various methods of internal assessment to be reported by the teacher, including guided course work, individual or cooperative projects or the teacher's evaluation of the student's classroom performance.

Each teacher is required to submit with the examination a predicted grade for the student. If the examiner's final calculation of the student's grade in the subject is substantially lower than the teacher's prediction—experienced IB teachers are expected to come within one point of the final grade—the student's examination is submitted to a second examiner and the final grade may be adjusted as a result. In addition to the predicted grade, the teacher is also permitted to report any evidence that might reasonably be considered to adversely affect the student's performance on the examination: illness at the time of the examination, a traumatic experience during the school year, or other extraordinary circumstance. The chief examiner may take this evidence into consideration in determining the final grade.

Examinations may be submitted for grading to one of a number of assistant examiners, depending on the number of examinations taken in the subject. Every assistant examiner submits to the chief examiner, with the grade roster, samples of papers given low, medium and high grades. The chief examiner may then adjust the grades if the assistant examiner's evaluation does not conform to the standard set for the subject. The chief examiner in turn is a member of a Board of Chief Examiners which monitors the consistency of standards among all IB subjects.

The records of candidates marginally disqualified from receiving the Diploma may be reviewed and the Diploma awarded nevertheless when all the grades for Diploma candidates have been submitted to IBO Geneva.

1982 IB EXAMINATION GRADES DISTRIBUTION

Subject H = Higher Level S = Subsidiary Level		No. of Candidates	Number Receiving Each Grade 1	2	3	4	5	6	7	7E*	Avg
Language A											
English	H	673	12	17	82	172	187	135	68	4	4.8
	S	661	8	30	94	179	197	117	36	—	4.6
16 Other Languages	H	346	1	4	26	74	102	98	41	7	5.1
26 Other Languages	S	333	—	4	13	43	111	128	35	5	5.4
Language B											
French	H	260	—	1	22	43	65	85	44	11	5.3
	S	482	2	7	34	131	116	112	80	11	5.1
German	H	106	—	1	2	3	29	35	36	7	5.9
	S	119	—	1	7	13	43	35	20	6	5.4
Spanish	H	97	—	—	10	11	19	25	32	8	5.6
	S	129	1	4	15	31	36	30	12	6	4.8
19 Other Languages	H	510	—	—	21	101	190	159	38	2	5.2
28 Other Languages	S	627	2	1	38	118	213	169	86	4	5.2
Study of Man											
History—Modern Americas	H	84	—	4	20	23	24	11	2	—	4.3
Modern Europe	H	190	—	3	22	39	78	37	11	—	4.8
Modern Others	H	38	—	1	5	10	16	4	2	—	4.6
—Contemporary Americas	H	20	—	2	2	6	7	1	2	—	4.5
Contemporary Europe	H	297	1	5	66	68	103	39	15	—	4.5
Contemporary Others	H	67	—	2	9	16	33	6	1	—	4.5
History	S	383	18	63	105	90	77	23	7	—	3.6
Economics	H	336	3	8	59	108	78	57	23	—	4.5
	S	266	4	19	29	71	85	39	19	—	4.5
Psychology	S	254	14	32	70	49	48	22	19	10	3.9
Other Subjects	H	305	1	19	47	73	96	53	16	2	4.5
	S	327	6	11	46	74	95	72	23	2	4.7
Experimental Sciences											
Biology	H	525	25	63	89	136	86	83	43	—	4.2
	S	571	23	76	107	141	105	78	41	—	4.1
Chemistry	H	419	25	14	48	157	69	64	42	—	4.4
	S	363	18	26	60	101	69	64	25	—	4.3
Physics	H	494	15	10	74	173	150	58	14	—	4.3
	S	353	30	5	39	119	111	43	6	—	4.2
Other Subjects	H	21	—	—	2	5	7	5	2	—	5.0
	S	159	—	8	29	35	65	18	4	2	4.4
Mathematics											
Mathematics	H	558	35	78	93	119	116	79	38	16	4.1
	S	1,005	33	190	163	187	155	122	155	14	4.2
Mathematical Studies	S	318	2	14	81	104	87	28	2	—	4.1
Mathematics & Computing	S	15	1	1	3	2	2	—	6	1	4.8
Further Mathmetics	S	20	—	1	1	1	4	6	7	3	5.7
Sixth Subjects											
Latin	H	1	—	—	—	—	—	1	—	—	6.0
	S	19	2	10	3	2	2	—	—	—	2.5
Art Design	H	149	—	1	5	26	30	57	30	16	5.5
	S	18	—	—	—	2	8	6	2	1	5.4
Art Design, Practical	S	133	—	—	6	34	31	38	24	10	5.3
Music	H	27	—	—	—	—	15	12	—	—	5.4
	S	11	—	—	2	—	5	4	—	—	5.0
Computer Studies	S	26	—	—	2	4	8	9	3	—	5.3
Special Syllabuses											
Drama	S	14	—	—	—	—	8	3	3	—	5.6
Environmental Studies	S	31	—	—	3	8	13	7	—	—	4.8
Marine Science	S	26	—	—	1	4	13	5	3	1	5.2
Political Theory	S	13	—	—	—	—	8	5	—	—	5.4
Peace Studies	S	13	—	—	—	2	4	5	2	—	5.5
Nutritional Science	S	10	—	—	1	1	6	2	—	—	4.9
Natural Science	S	17	—	1	2	6	6	2	—	—	4.4
Computer Programming	S	14	—	1	1	—	3	5	4	—	5.6
11 Other Subjects	S	54	—	3	5	14	19	10	3	—	4.7

*7E, "with Distinction" is included in count for grades of 7 and does not affect average grade.

Credentials

The curriculum described is designed for candidates for the IB Diploma, a credential that, with qualifying grades, is recognized as meeting the admission requirements of colleges and universities throughout the world. A number of these institutions in Canada and the United States accord qualified Diploma recipients second year standing.

A student unable or unwilling to fulfill the requirements of the Diploma can receive upon graduation from the school a Certificate for each IB course and examination taken. Both the Diploma and these Certificates with qualifying grades are also recognized by colleges and universities, particularly in Canada and the United States, for individual course credit or advanced placement. When a school introduces the IB program most or all of the students may be enrolled as Certificate candidates, at least for the first several years.

Adaptability

In complying with the requirements of the IB curriculum and achieving the rigorous standards set for the IB examinations, the school has considerable leeway in adapting its curriculum to accommodate the program. As epitomized in its Theory of Knowledge syllabus, the IB is concerned more with the philosophy of learning and learning skills than with knowledge and its perfunctory acquisition.

As the key to the program, the General Guide describes the subjects in terms of sets of objectives for preparation and examination organized within syllabuses. Neither these syllabuses nor the supplementary syllabus guides nor the teacher's guides attempt to describe precisely how the subjects should be taught. A syllabus may prescribe the depth of understanding to be achieved in some facets of the learning—as for example, literature in languages A and B—but more often omit reference to teaching methods—as for example, the allocation between laboratory and lecture time in the sciences.

The extent to which a presently offered course has to be adapted to meet IB requirements will depend on the level at which the subject is being taught. Thus, less adjustment would be required for subjects in which there are honors or accelerated courses or courses in which students are preparing for College Board Advanced Placement examinations. The adaptability of a present course can be most easily determined by a review

of the IB syllabus in the General Guide and the published IB examinations from previous years.

In evaluating a course's adaptability, the teachers must also keep in mind the prospect for enrolling a sufficient number of students to conform to the school's class size standard. More often than not—especially when the school first offers the IB program—the subjects will be taught to a class composed of both IB candidates and students who will take an examination prepared by the school, the College Board or some other examining body. In some subjects—e.g., languages and mathematics—not only may the IB candidates be required to study the subject in greater depth or breadth or both than do their classmates, but the teacher must be prepared to offer these students special assistance. The extent of this extra work varies, but the number of students and teachers in North America successfully responding in these situations provides evidence that the additional work is not onerous.

IB CANDIDATES—1982 : 1981 : 1980 : 1979 : 1978

		Diplomas				
	Candidates Entered	Entered	Awarded	% Entered Awarded	Certificates	Penultimate Year
1982	4376	1,497	1,085	72%	1430	1449
1981	3719	1,244	914	73%	1196	1279
1980	2845	1,005	757	75%	924	916
1979	2479	835	665	79%	837	807
1978	2222	680	544	80%	779	763

Another consideration in evaluating the school's needs and resources and the program's benefits and requirements is the effect adoption of the program will have on the lower grades in the school or school system. This is most apparent in the early preparation in languages and mathematics: few students would be prepared for IB's language B unless they had begun the study of the language in at least the 7th or 8th grade; the same is true, to a lesser extent, for IB mathematics. At the same time, school systems are apt to reevaluate lower school subjects and programs and to modify them in order that the potential IB candidate will be better prepared for the challenges of the last two years of high school.

The IB has another effect on elementary and middle school students that is unique in terms of honors programs. As a well defined, cohesive and comprehensive system with the Diploma as the goal, the IB motivates these younger students to more carefully organize and select the subjects

to be studied and to fully develop their potential to achieve academic excellence.

There is a comparable reaction among teachers in the lower grades. In responding to the students' ambitions, they are inspired to raise their level of teaching and to encourage students to recognize and fulfill their potential.

In the foregoing description of the IB program, the focus has been on its structure and rigorous standards. Without these, IB credentials would not continue to receive recognition from an increasing number of universities and colleges throughout the world. At the same time, because the program emphasizes goals more than the means for achieving them, the IB constituency is afforded great flexibility in its utilization: the school in the variety of subjects offered; students in the combination of subjects and level at which they are studied; and teachers in the approach taken to adequately prepare candidates for examination.

Teacher Orientation

The principal burden in a school's introduction of the IB program will obviously fall on its teachers. In evaluating its feasibility, curriculum supervisors, school administrators, department heads and teachers must weigh student needs and school resources against the benefits and requirements of the program. There are a number of ways to do this and for all of them assistance is available, principally from the IB regional office in New York City (IBNA) but also from schools offering the program, the IBO headquarters in Geneva, the examinations center in London or the IB language center at the University of Southampton, England.

The first step in evaluating the program is to obtain a more thorough understanding of the curriculum and its components through the IB literature obtainable from IBNA. The General Guide and past examinations have already been referred to, as have syllabus and teacher's guides. A complete list of these curricular materials appears at the back of this pamphlet.

There materials will help in deciding if further evaluation is warranted and the extent to which the teaching of subjects will be affected. Later, if the school decides to offer the program, they will provide a resource for teachers in developing course outlines. However, before the IB curriculum materials can be fully appreciated, school representatives usually find it invaluable to visit IB schools in North America to discuss adaptation

with teachers and administrators and sit in on IB classes. These visits are welcomed by the IB schools, and the selection of schools to be visited and arrangements for the visits can be made through IBNA or with the schools directly. With IB schools now spread across the continent, such a visit can usually be arranged at a moderate cost for travel.

IBNA is the principal source of information about the program for schools in Canada and the United States. This includes basic questions from prospective schools and the interpretration of more specific curricular and administrative requirements for authorized schools. Questions for which the answers have not previously been provided by IBO Geneva are referred there for decision.

Annually, IBNA offers a series of introductory seminars in various cities in Canada and the United States at which IB representatives discuss the program in the context of the special concerns of the prospective schools represented. Such seminars can also be arranged by IBNA for individual or groups of schools or school districts.

When a prospective IB school has become well enough acquainted with the program, its teachers may attend one of the annual teacher training workshops sponsored by IBNA—also in the autumn—to assist teachers from participating schools in developing course outlines, understanding examination procedures and otherwise becoming better acquainted with the program. These workshops are conducted by senior IB teachers and examiners and feature small group sessions on each of the major IB subjects and plenary sessions on the Theory of Knowledge and examinations. Prospective schools must pay their own expenses and a registration fee for expenses; authorized IB schools receive travel and per diem subsidies from IBNA to help defray the cost of their teachers participation.

Every summer, administrators from IBNA schools meet to discuss the continuing development of the IB in North America and matters of special concern to these schools. These meetings are also open to qualified prospective schools.

IBNA has produced the first seven in a series of course development manuals that will complement the teacher training workshops and supplement the standard IB curricular materials, interpreting the latter in terms of secondary education in Canada and the United States. Once a school has been authorized to offer the program, it receives a bimonthly Bulletin and other materials pertaining to IB subjects and administrative procedures prepared by IBO Geneva.

Costs

The financial implications of introducing the IB program are of two kinds. The application and annual fees, described below, can be easily estimated. What are more difficult to ascertain are curriculum development costs entailed in adapting a school's present courses to meet IB requirements. These depend on the level at which subjects considered for the IB are being presently taught and how closely they approximate IB requirements and thus the extent to which visits to authorized schools will be needed and the amount of time that must be devoted to in service training. Some travel will undoubtedly be involved, and these costs will depend on the distance the prospective school is from a comparable authorized school.

Cost experiences range from $2,000 for one school, during the time it evaluated the program prior to applying, to $10,000 budgeted by another school for the first year after it was accepted. An IB evaluation and development budget would encompass travel costs to authorized schools and IBNA workshops, which would depend on the distances and number of school representatives involved; the cost of released time for teachers both to travel and prepare course outlines; prior to authorization, the cost of the IB curricular materials referred to earlier, which would be nominal, depending on the number of copies required; and, possibly, travel costs for consultants from authorized schools or IBNA.

Both the International Baccalaureate Office Geneva and IBNA are tax exempt organizations. More than twenty national governments annually contribute to IBO Geneva approximately one third the cost of maintaining and further developing the program. Foundations in Canada and the United States are providing IBNA with grants covering more than 75% of the costs of introducing the program in these countries.

Because almost all program costs are incurred by IBO Geneva, the fees that account for the other two thirds of its income are calculated in Swiss francs. As the numbers of schools authorized and students taking examinations throughout the world continue to increase, fees as calculated in Swiss francs are expected to decline despite inflationary pressure. Because schools in North America budget and pay in Canadian or United States dollars, the fees actually paid annually depend on the exchange rates between these dollars and the Swiss franc. These rates have not varied more than 5% during the past five years and this percentage should continue as the maximum range for at least the immediate future.

IBNA has been authorized by IBO Geneva to accept payment of all fees in United States dollars. To offset the daily variations in the exchange rate, IBNA guarantees one exchange rate for the academic year and thereby permits schools that so wish to plan and inform students on the basis of precise United States dollar amounts.

The following fee schedule for 1983-84 assumes an exchange rate of US$0.60 = Sf 1.00. The corresponding Swiss franc rate is stated in parentheses. The actual IBNA guaranteed exchange rate for 1983-84 will be determined prior to July 1, 1983. Any difference from the United States dollar amount given here should be no greater than minus or plus 8%.

Application fee	US $ 720.00	
Affiliation Fee — (If a newly authorized school does not offer courses in which students actually prepare for IB examinations in the first year or two after authorization, this fee, due October 1 each year, will be the only fee payable.)	US $ 720.00	(Sf 1,200.)
Participation Fee — (Once a school offers courses in which students prepare for IB examinations, the annual fee— due October 1 each year— is based on the number of IB students enrolled.)		
Fewer than 15 IB students	US $3,600.00	(Sf 6,000.)
15 or more IB students	US $4,200.00	(Sf 7,000.)
Examination Fees — (The school is responsible for paying these fees to IBNA, whether it collects them from the students or uses its own funds, which some schools do especially in the first year or two after the program is introduced. These fees are payable annually on November 15.)		
Registration (Paid for each student, but only in the first year the student takes an IB examination.)	US $ 21.00	(Sf 35.)
Each higher level examination taken	US $ 24.00	(Sf 40.)
Each subsidiary level examination taken	US $ 18.00	(Sf 30.)
Per Capita Fee — (The school is responsible for paying this fee to IBNA, whether or not it is collected from the student. This fee can be thought of as a credential fee and is payable on March 1 for each IB student graduating that year. The amount of the fee depends on whether the student is a candidate for the Diploma or one or more Certificates. The maximum total of all per capita/credentials fees payable by a school shall not exceed US $6,300/Sf 10,500. If the number of candidates results in the total fees exceeding that amount, the amount payable for each candidate is reduced pro rata.)		
Each Diploma candidate	US $ 84.00	(Sf 140.)
Each Certificate candidate	US $ 42.00	(Sf 70.)

Based on this schedule, the minimum charge in addition to the school's participation fee for a student earning a Certificate for one subsidiary level subject would be:

Examination registration	$ 21.00
Subsidiary level examination	$ 18.00
Per capita Certificate	$ 42.00
	$ 81.00

The maximum charge for a typical Diploma candidate over the two years of the program would be:

Examination registration	$ 21.00
3 higher level examinations@$24.00 each	$ 72.00
3 subsidiary level examinations@$18.00 each	$ 54.00
Per capita Diploma	$ 84.00
	$231.00

Thus, the cost per student, in addition to the school's participation fee will vary between $81.00 and $231.00.

IB CHIEF EXAMINERS

(For those subjects in which a significant number of students in IBNA schools have in the past registered for examination)

President: J. Winistorfer, Institut de Géographie, Université de Lausanne, Switzerland

Language A/English	T. J. Winnifrith, The University of Warwick, England
Language B/French	J. Mitchell, The University of Southampton, England
Language B/German	J. Lynn, The University of Southampton, England
Language B/Spanish	P. Deacon, The University of Sheffield, England
History	J. Addison, School of Oriental and African Studies, The University of London, England
Geography	J. Winistorfer, Institut de Géographie, Université de Lausanne, Switzerland
Economics	P. Bennett, Brunel University, Uxbridge, England
Philosophy and Theory of Knowledge	G. Laforest, Inspecteur l'Academie, Ministère de l'Education, France
Psychology	A. Gale, The University of Southampton, England
Social Anthropology	B. Street, The University of Sussex, England
Biology	R. Folliot, Université de Rennes, France
Chemistry	R. Ragsdale, The University of Utah, United States
Physics	A. A. Strassenburg, State University of New York, Stony Brook, United States
Mathematics	E. A. Door, Dumfries Academy, Scotland
Mathematical Studies	L. Corrieu, Inspecteur Général, Ministère de l'Education, France
Mathematics and Computing	B. Olsen, Ballerup, Denmark
Art	N. Perryman, Amsterdam, Netherlands
Music	D. Blum, Conductor, Geneva Symphony Orchestra, Switzerland
Latin	G. Renaud, International Baccalaureate Office, Switzerland
Computer Studies	J. L. Lipscomb, St. Dominic's Sixth Form College, England

The chief examiners share their responsibilities with more than 350 assistant examiners at universities and schools in 38 countries on all five continents.

University Recognition

A large number of universities and colleges in Canada and the United States recognize the IB Diploma for purposes of admission, course credit /advanced standing or advanced placement without credit or a combination of these. IB Certificates are also widely recognized in both countries for course credit/advanced standing or advanced placement or both. Because neither country has a national system of education, each institution is responsible for its own policy. Those that do not yet recognize IB credentials have not had the occasion to develop such a policy although IB graduates have matriculated at many of the 70 universities or other tertiary institutions in Canada and of the more than 1,700 colleges in the United States.

Recognition of the IB most often benefits the student after admission, but the IB Diploma can also serve as an admissions credential in both Canada and the United States. Usually offered in conjunction with a secondary school graduation certificate, the IB Diploma is accepted from Canadian and foreign students as an admissions credential throughout Canada. It is not as frequently used for college admissions in the United States but is not uncommonly accepted from foreign students. Furthermore, enrollment in an IB program will usually weigh in the applicant's favor in the college's evaluation of his or her academic record.

In Quebec's three year universities, the IB Diploma is accepted for admission. In the other provinces and states, the recognition policies of four year colleges and undergraduate programs at universities vary without discernable reasons. An increasing number permit Diploma graduates to enter as second year students, sometimes conditionally, depending on their achievements at more advanced levels by the end of their first year at college or university. Others offer credit only for grades received in higher level subjects, and an increasing number among these also offer credit for subsidiary levels.

A grade of 4, especially at the higher level, is most commonly required, although a number of institutions require at least a 5 or 6 or make the acceptable grade dependent on the subject and the student's intended area of concentration. As faculties and admissions offices become more familiar with the IB—the program is still unkown to most of the more than 1,700 undergraduate colleges in the United States—offers may be made of a semester's credit for subjects with lower grades or of a year's credit where the student's extended essay or research project in the subject area received bonus points.

The following list of colleges and universities in Canada and the United States must be read with the above in mind: their recognition of the Diploma or Certificate depends on the grades received and recognition can never be taken for granted. At the same time, the fact that hundreds of students have had their IB credentials recognized should encourage applicants in applying for such recognition at these institutions and many others not listed because they have not had IB applicants in the past. Whether or not recognition is received, the student is better prepared to enter post secondary education because of the IB courses completed.

(A = Admission; P = Advanced Placement Only; C = Course Credit & Advanced Placement; C1 = One Year Credit for Diploma)

CANADA

Alberta
University of Alberta: A,C
University of Calgary: A
University of Lethbridge: A

British Columbia
University of British Columbia: A
Seminary of Christ the King: A,C
Simon Fraser University: A,C
Trinity Western College: A
University of Victoria: A,C,C1

Manitoba
University of Manitoba: A,P
The University of Winnipeg: A,C,C1

New Brunswick
University of New Brunswick: A.C.
St. Thomas University: A,C

Newfoundland
Memorial University of Newfoundland: A,C

Nova Scotia
Acadia University: A,P
College of Cape Breton: A,C1
Dalhousie University: A
University of King's College: A
Mount St. Vincent University: A,P
Nova Scotia College of Art and Design: A
Université Sainte-Anne: A,P
St. Francis Xavier University: A,C
St. Mary's University: A,C

Ontario
Brock University: A,P
Carleton University: A
University of Guelph: A,C
Lakehead University: A,C
Laurentian University: A,P
McMaster University: A
University of Ottawa: A,C
Queen's University: A,C
University of St. Michael's College: A,P
Université St-Paul: A,C
University of Toronto: A,C
Trent University: A,C
University of Waterloo: A,C
University of Western Ontario: A,P
Wilfrid Laurier University: A
University of Windsor: A
York University: A,C

Prince Edward Island
University of Prince Edward Island: A,C

Québec
Bishop's University: A,P
Concordia University *(three year program)*: A
McGill University *(three year program)*: A
Université Laval: A
Université de Montréal: A

Saskatchewan
University of Regina: A,C
University of Saskatchewan: A

UNITED STATES

Alabama
Athens State College: C,C1
University of South Alabama: A

Arizona
University of Arizona: A,C

California
Armstrong College: C
Brooks Institute: C
The University of California
Berkeley: A,C
Davis: A,C
Irvine: A,C
Los Angeles: A,C
Riverside: C
Santa Barbara: A,C
Santa Cruz: A,C
San Diego: A,C
California Baptist College: C,C1
California Institute of the Arts: C
California Institute of Technology: C
California Lutheran College: C
California State University and Colleges
Chico: A,C
Dominquez Hills: A,C
Fresno: A,C
Long Beach: A,C
Polytechnic: C
Sacramento: C
San Bernardino: C
San Jose: C
Sonoma: A,C
Stanislaus: A,C
Chapman College: A
Claremont McKenna College: A,C
Loyola Marymount University: C
Menlo College: A,C
Mount St. Mary's College: C
National University: C
College of Notre Dame: C
Occidental College: A,C
University of the Pacific: C
Pepperdine University: A,C
Pitzer College: C
Point Loma College: C
University of San Francisco: C1
Saint Mary's College of California: A,C
Scripps College: C

California *(continued)*
Southern California College: A
University of Southern California: A,C1
Stanford University: C,C1
United States International University: A,C

Colorado
University of Colorado at Boulder: A,C
Colorado College: A,C,C1
Colorado School of Mines: A,C
University of Denver: A,C
University of Southern Colorado: A

Connecticut
Connecticut College: A,C
University of Hartford: A,C,C1
Trinity College: C
Wesleyan University: A,C
Western Connecticut State University: C,C1
Yale University: A,C,C1

Delaware
University of Delaware: C

District of Columbia
American University: A,C1
Georgetown University, A,C
George Washington University: A,C
Howard University: C

Florida
Barry University: A,C
Biscayne College: C
University of Central Florida: A,C
Eckerd College: A,C
University of Florida: A,C
Florida International University: A,C
University of Miami: A,C
Nova University: A

Georgia
Emory University: A,C
University of Georgia: A,C,C1
Georgia Institute of Technology: C

Guam
University of Guam: C,C1

Illinois
Bradley University: C
Knox College: C1
Eureka College: A,C
George Williams College: A
University of Illinois at
Urbana-Champaign: A,C
Northwestern University: C
Quincy Collge: A,C
Roosevelt University: A,C
Vander Cook College of Music: A
Wheaton College: A,C,C1

Indiana
Butler University: A,C
Earlham College: C,C1
University of Evansville: C
Franklin College of Indiana: C
Purdue University: C
St. Joseph's Collge: C
Tri-State University: A,C

Iowa
Central College: C
Coe College: C
Cornell College: C,C1
Drake University: A,C,C1
Graceland College: C
University of Iowa: A,C
Iowa State University: C
Luther College: A,C
Mount Mercy College: C
Open Bible College: A
St. Ambrose College: A,C

Kansas
The University of Kansas: A,C
Ottawa University: C
Sterling College: C
Wichita State University: A

Kentucky
Bellarmine College: C
Thomas More College: C
Western Kentucky University: A

Louisiana
Tulane University
Newcomb College: C

Maine
College of the Atlantic: A
Bates College: A,C
Bowdoin College: A,C

Maine *(continued)*
Colby College: A,C
Husson College: C
Nasson College: C,C1
Thomas College: C

Maryland
Baltimore Hebrew College: C
Capitol Institute of Technology: P
Columbia Union College: A,C
Goucher College: C
Hood College: C,C1
The Johns Hopkins University: A
University of Maryland
College Park: A
Maryland Institute of Art: C
St. John's College: A

Massachusetts
American International College: C
Amherst College: A,C,C1
Assumption College: A,P
Babson College: A,C,C1
Bentley College: C
Boston University: C
Bradford College: C
Brandeis University: A,C,C1
Burdett School: C
Clark University: A,C,C1
Curry College: C,C1
Hampshire College: A,P
Harvard College: A,P,C1
Hebrew College: C
Holy Cross College: A
University of Massachusetts
Amherst: A,C,C1
Boston: C
Massachusetts College of Pharmacy: C
Massachusetts Institute of Technology:
A,C
Merrimack College: P
Mount Holyoke College: A,C,C1
North Adams State College: A,C
Radcliffe College: A,P,C1
Simon's Rock of Bard College: P
Smith College: C1
Springfield College: A
Tufts University: A,C,C1
Wellesley College: A,C
Wheaton College: A,C,C1
Williams College: A,C
Worcester Polytechnic Institute: A,C

Michigan
Alma College: A,C,C1
Central Michigan University: C
Cleary College: C
Detroit College of Business: A
University of Detroit: A,C
Eastern Michigan University: C
Ferris State College: C
Kalamazoo College: A,C
Mercy College of Detroit: A
The University of Michigan
Ann Arbor: A,C
Michigan Technological University: A,C
Northern Michigan University: C
Wayne State University: C

Minnesota
Carleton College: A,C1
Concordia College: A,C
Macalester College: A,C
University of Minnesota
Twin Cities: A,C
St. Olaf College: C
College of St. Catherine: C
College of St. Scholastica: C

Mississippi
Millsaps College: C
Mississippi State University: C

Missouri
Drury College: C
The Lindenwood Colleges: C
University of Missouri
Kansas City: C
Washington University: A,C
Webster College: A,C,C1
William Jewell College: A,C

Montana
College of Great Falls: C

New Hampshire
Daniel Webster College: C
Dartmouth College: A,C
New England College: C,C1
University of New Hampshire: A,C,C1
St. Anselm College: C

New Jersey
Drew University: C
Fairleigh Dickinson University: C,C1

New Jersey *(continued)*
Jersey City State College: C,C1
Kean College of New Jersey: A,C
Monmouth College: C,C1
Northeastern Bible College: C,C1
Princeton University: P,C1
Ramapo College of New Jersey: A,C
Rider College: C,C1
Rutgers University
Newark: A,C,C1
Trenton State College: A,C

New Mexico
University of New Mexico: C
New Mexico Institute of Mining & Technology: C

New York
Adelphi University: A,P
Alfred University: A
Barnard College:C
Bard College: C1
Colgate University: A,C
Columbia University: A,C
Cooper Union: A,C1
Cornell University: A,C
Dowling College: A,C,C1
D'Youville College: C
Elmira College: C
Friends World College: C,C1
Hamilton College: A,C
Hobart-William Smith Colleges: A,P
Hofstra University: A,C
Houghton College: C
The King's College: A,C
Le Moyne College: C
Long Island University
A. & M. Schwartz College of Pharmacy: C
Southampton College: A,C,C1
Manhattan College: C
Marymount College: A,C,C1
Marymount Manhattan College: A,C,C1
College of Mount St. Vincent: C
Nazareth College of Rochester: A,C
City University of New York
Bernard Baruch College: C
City College: A
Herbert Lehman College: C
Queens College: A,C
York Community College: A,C
New York Institute of Technology: C

New York *(continued)*
State University of New York
Albany: C
Binghamton: A,C
Buffalo: A,C
Stony Brook: A,C
College at Fredonia: A,C
College at Plattsburgh: A,C
College at Potsdam: A,C
College at Purchase: C
New York University: A,C
Polytechnic Institute of New York: C
Pratt Institute: C
Rensselaer Polytechnic Institute: A
University of Rochester: A,C
St. Bonaventure University: P
St. Lawrence University: C
Sarah Lawrence University: C
Skidmore College: C
Syracuse University: A,C1
Utica College/Syracuse University: C1
Vassar College: A,C,C1
Wagner College: A,C,C1

North Carolina
Mars Hill College: A,C
Meredith College: A,C
Warren Wilson College: A

North Dakota
Jamestown College: A,C
Mayville State College: C

Ohio
Antioch College: C
Art Academy of Cincinnati: A
Ashland College: A,C
Bowling Green State University: A,C
Case Western Reserve University: C
Cedarville College: C,C1
University of Dayton: C
Kent State University: C
Kenyon College: P
Miami University, A,C
Oberlin College: C
Ohio University: A,C
Ohio Northern University: A
Ohio State University: C
University of Toledo: C
Urbana College: A,P
Wittenberg University: C
The College of Wooster: C

Oklahoma
Bethany Nazarene College: A,P
The University of Oklahoma: C
Oral Roberts University: C
University of Tulsa: A,P

Oregon
Linfield College: A
University of Oregon: C
Oregon College of Education: P
Pacific University: A
University of Portland: C
Reed College: C,C1
Willamette University: A,C

Pennsylvania
Allegheny College: A,C
Beaver College: C
Bryn Mawr College: A,C, C1
Bucknell University: A,C
Carnegie-Mellon University: A,C
Cedar Crest College: A,C
Clarion College: C
Dickinson College: A
Franklin and Marshall College: C,C1
Gettysburg College: A,C
Haverford College: C,C1
Lafayette College: A,C,C1
La Salle College: A,P
Lehigh University: A,C
Messiah College: C
Muhlenberg College: A
Neumann College: A,C
University of Pennsylvania: C
Philadelphia College of Art: C
Swarthmore College: C
Temple University: C
Thiel College: A,P
Westminster College: A,C

Rhode Island
Brown University: A,C,C1
Johnson and Wales College: P
Prividence College: C
University of Rhode Island: C

South Carolina
Clemson University: A,C

South Dakota
National College: C
Sioux Falls College: A,C
South Dakota State University: C

Tennessee
Christian Brothers College: C
East Tennessee State University: C
Memphis State University: C
Southwestern at Memphis: C
Tennessee State University: C

Texas
Concordia Lutheran College: A
Hardin-Simmons University: A
University of Houston: A,C
Rice University: A
St. Edward's University: A,C
St. Mary's University
of San Antonio: C
University of St. Thomas: A
Southwestern University: C
Southwest Texas State University: C
University of Texas
Austin: C
Texas A & M University: A
Texas Christian University: C
Trinity University: P

Utah
University of Utah: A,C
Weber State College: A

Vermont
Bennington College: C
Goddard College: C
School for International Training: C
Johnson State College: A,C
Marlboro College: P
Middlebury College: A,C1
Norwich University/Vermont
College: A,C
St. Michael's College: P
University of Vermont: C

Virginia
Averett College: A,C

Virginia *(continued)*
Hollins College: C1
Lynchburg College: A,C
Mary Washington College: C
Old Dominion University: A,C
University of Richmond: C
University of Virginia: A,C
Virginia Intermont College: C
Virginia Military Institute: C
College of William and Mary: C

Washington
Central Washington University: A
The Evergreen State College: A,C
Gonzaga University: A,C
Griffin College: A,C
Pacific Lutheran University: A,C
Seattle University: C
Washington State University: A,C
University of Washington: A,C
Western Washington University: C
Whitman College: P

West Virginia
The University of Charleston: P

Wisconsin
Beloit College: C
Carroll College: C
Lawrence University: C,C1
Marian College of Fond du Lac: C
Mount Mary College: C
Ripon College: C
Wisconsin Conservatory of Music: C
University of Wisconsin
Green Bay: A,C
Madison: A,C
Milwaukee: P
Whitewater: C

Wyoming
University of Wyoming: A

Because colleges and universities in both countries do not recognize the IB without reference to the grades and often subjects offered by an IB graduate, information about the IB curriculum and examinations may be obtained from the IBNA office in New York City, which will also assist students applying for recognition at an institution that has not yet adopted a policy on the IB. Students also find it helps to have a copy made of each examination answer script, before it is sent to the examiner, which can then be sent by the school to any college or university official questioning the quality of the student's IB work.

International Understanding

Schools adopting the IB program become partners in an international enterprise. No IB school nor IB candidate is more or less important than another and each must recognize and respect the traditions and needs of the others. The program is not designed specifically to achieve international understanding, but without this as an integral part of the IB, it could not have become so widely accepted.

The fact that at a specified time in May students throughout the world are sitting for the same examination—some responding in English, some in French and a few in several other languages—to be graded by examiners in many countries adhering to uniform standards—cannot help but impress on the individual candidate the common goals of education to which all schools aspire.

This intrinsic international quality is more apparent in the design of individual syllabuses. In history, a student cannot be expected to understand the development of Canada or the United States except in the context of the Americas or Germany except in the context of Europe. In mathematics, teachers must recognize the disparate views of their peers in other countries on the material to be covered on the upper secondary level and the need for the IB to offer syllabuses that synthesize these views. Those participating in the IB program are teaching and learning in a multinational environment.

It is because schools can recognize the needs of those in other countries without infringing on their own integrity that the IB program is now offered by 180 schools in 41 countries, including 23 in Canada and 46 in the United States.

Because of the IB's inviolable structure and rigorous standards and because secondary schools around the world can adapt to the requirements of the program, universities in 35 countries outside North America now accept the IB Diploma as an admissions credential, in place of national examinations where these are required.

Authorization

Once a school's authorities and teachers have evaluated the IB program in light of its needs and resources, application to become a part of this worldwide network is made to the Executive Committee of the International Baccalaureate Office, Geneva, through IBNA's Committee on

School and College Relations. Both the IBNA Committee's recommendation on and IBO's determination of a school's qualifications are based on that school's evaluation of its ability to meet the requirements and adhere to the standards set forth in the program. Neither IBNA nor IBO makes an independent evaluation of the school, its teachers or its students in arriving at their recommendation and decision. A favorable response is not to be taken for granted, but authorization is based more on a school's knowledgeable willingness and professed ability to prepare students for examination according to the IB curriculum than on its acceptability in terms of prescribed criteria. The diversity in size, location and other characteristics represented by the IB schools in North America is evidence of this.

Governance

The headquarters of the International Baccalaureate Office is located in Geneva. Responsibility for the IBO is vested in a Council of the Foundation, chartered by the Swiss Government. President of the Council is Seydou Madani Sy, rector of the University of Dakar, Senegal; vice president of the Council and chairman of the Executive Committee is Piet Gathier, Director General of Education, Netherlands Ministry of Education. Other members of the Council include representatives of national governments supporting the program, heads of IB schools, and ad personam representatives of a number of other countries.

The chief executive officer responsible for the administration of the program and examinations is the Director General, Gerard Renaud. Assisting him are the Deputy Director General, Robert Blackburn, who is also head of the IBO regional office in London, President of the Board of Chief Examiners J. Winistorfer and Chief Examinations Officer Derek Goulden.

Because the operation of a regional office in North America was not feasible without the financial support of foundations and other contributions, International Baccalaureate North America was chartered as a not-for-profit corporation in New York. IBNA is governed by a Board of Trustees:

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Financial Support

In addition to the substantial financial support that continues to be given IBO Geneva by more than twenty national governments, the original development of the program would not have been possible without major grants from The Ford Foundation and The Twentieth Century Fund. Significant support has also been provided IBO by other foundations in several countries.

The operations of IBNA as the regional office for Canada and the United States depended at first almost entirely on foundation grants and other contributions. These sources continued to account for almost 75% of IBNA's income in 1980-81, although the continuing increase in the numbers of IB schools and candidates in North America will end the need for such support within a few years. These foundations are:

Arthur Andersen & Company Foundation
The College Board
Geraldine R. Dodge Foundation
Dresdner Bank
Exxon Education Foundation
Gulf Canada Limited
Armand Hammer Foundation
Hegeler Institute
IBM World Trade Europe/Middle East/Africa Corporation
Imperial Oil Limited
International Schools Service
The Andrew W. Mellon Foundation
The New York Times Foundation
Alfred P. Sloan Foundation.
Western Electric Fund

The original development of the IB program was supported by The Ford Foundation and The Twentieth Century Fund. Prior to 1981-82, the continued development of the program was supported by annual grants from the United States government, first through the Department of State and later through the International Communications Agency.

UNIVERSITIES OUTSIDE CANADA AND THE UNITED STATES RECOGNIZING THE IB DIPLOMA FOR ADMISSION

Argentina	All universities
Australia	All universities
Austria	All universities
Belgium	All universities
Brazil	All universities
Bulgaria	University of Sofia
Denmark	All universities
Ecuador	All universities
Egypt, Arab Republic of	All universities
Eire	University College, Dublin; University of Dublin
Finland	University of Helsinki
France	All universities (for foreigners and French students living abroad)
Germany, Federal Republic of	All universities (for foreigners and German students living abroad)
Ghana	University of Ghana
Hong Kong	University of Hong Kong
India	All universities
Iran	All universities
Israel	Hebrew University of Jerusalem; Universities of Bar Illan and Tel Aviv; University of the Negev
Italy	All universities
Japan	International Christian University; Keio University; Kyoto University; Seikei University; Sophia University; Tsukuba University
Malaysia	Universiti Malaya
Malta	The Royal University of Malta
Netherlands	All universities
New Zealand	All universities
Nigeria	Ahmadu Bello University, Zaria; Universities of Ibadan and Lagos
Norway	All universities
Philippines	All universities
Senegal	University of Dakar
Singapore, Republic of	University of Singapore (for foreigners and Singaporean students living abroad)
Spain	All universities
Sri Lanka	All universities
Sweden	All universities
Switzerland	Universities of Fribourg (certain faculties), Geneva and Lausanne
Turkey	All universities
United Kingdom	All universities
Uruguay	All universities
Venezuela	All universities

IB SCHOOLS OUTSIDE CANADA AND THE UNITED STATES

Argentina	St. Catherine's School, Buenos Aires
	Asociacion Escuelas Lincoln, Buenos Aires
Australia	Marrabundah College, Canberra
	St. Leonard's College, Victoria
Austria	American International School, Vienna
	Internationale Schule Wien
Belgium	The Antwerp International School
	Lycée d'Anvers, Antwerp
	The International School of Brussels
	St. John's International School, Waterloo
Brazil	Escola Americana de Belo Horizonte
	Escola Maria Imaculada, Sao Paulo
	Escola Americana de Campinas
	Escola Americana do Rio de Janiero
Chile	The Grange School, Santiago
	Colegio La Maisonnette, Santiago
	Lincoln International Academy, Santiago
	Santiago College
Columbia	Colegio Anglo-Colombiano, Bogota
	Colegio Colombo-Britanico, Cali
	The English School, Bogota
Ecuador	Academia Cotopaxi, Quito
El Salvador	Academia Britanica Cuscatleca, Santa Tecla
Ethiopia	International Community School of Addis Ababa
Denmark	Copenhagen International School
	Ordrup Gymnasium, Charlottenlund
Germany, Federal Republic of	Bonn American High School
	The Frankfurt International School
	Goethe Gymnasium, Frankfurt am Main
	International Schule e.V., Hamburg
	Munich International School
France	The American School in Paris
	Ecole Active Bilingue J.M., Paris
	Ecole Internationale et Européenne de Paris
	Lycée International de St. Germain
	Lycée Pilote de Sèvres
	Lycée International, Valbonne
	Lycée Privé, Paris
Greece	American Community School of Athens
Hong Kong	Hong Kong Baptist College
India	Arabic Academy, Bombay
	Kodaikanal School
	American Embassy School, New Delhi
Indonesia	Jakarta International School
Italy	St. Stephen's School, Rome
	United World College of the Adriatic, Trieste
Japan	American School in Japan, Tokyo
	Canadian Academy, Kobe

Japan	St. Mary's International School, Tokyo
(continued)	International School of the Sacred Heart, Tokyo
Jordan	The Princess Sarvath High School, Amman
Kenya	International School of Kenya, Nairobi
Korea	Seoul Foreign School
Kuwait	Al-Bayan School, Safat
Lebanon	International School of Choueifat
Mexico	Colegio Olinca, Mexico City
Netherlands	International School of Amsterdam
	International School Beverweerd, Werkhoven
	Van der Puttlyceum, Eindhoven
Nigeria	The International School, Ibadan
	Oyo State College of Arts & Sciences, Ile-Ife
Norway	Berg Videregaende Skole
Philippines	Brent School, Baguio City
	International School Makati
Singapore, Republic of	United World College of S.E. Asia
Taiwan, Republic of	Taipei American School
Saudi Arabia	Manarat Jeddah School
Spain	Colegio Retamar, Madrid
	Colegio San Estanislao de Kostka, Madrid
	Colegio Viaro, Barcelona
	International College Spain, Malaga
	Colegio Santa Clara, Barcelona
	St. Paul's School, Barcelona
Swaziland	Waterford KaMhlaba School, Mbabane
Sweden	Norra Reals Gymnasium, Stockholm
	Sigtunaskolan Humanisticka, Sigtuna
Switzerland	Aiglon College, Chesières-Villars
	Collège Autogéré-Mutuelle d'Etudes, Genève
	Ecole Nouvelle de Chailly, Lausanne
	Ecole Internationale, Founex
	International School Geneva
	Ecole International de Genève
	The American School in Switzerland, Montagnola-Lugano
Tanzania	International School Moshi Ltd.
	International School of Tanganyika, Ltd., Dar es Salaam
United Arab Emirates	International School of Choueifat, Abu Dhabi
	International School of Choueifat, Al-Ain
	International School of Choueifat, Sharjah
	Bahrain School
United Kingdom	American Community School of Middlesex, London
	American Community School, Surrey
	The Alec Hunter School, Braintree
	Avery Hill College of Education, London
	Brooklands Technical College, Weybridge
	East Devon College of Further Education, Tiverton
	Hammersmith and West London College
	Ingatestone Anglo-American School

United Kingdom *(continued)*	International School of London
	Marymount international School, Kingston upon Thames
	Nelson and Colne Tertiary Colleg
	Orange Hill Senior High School, Edgware
	Richmond upon Thames College
	Royal High School, Edinburgh
	St. Clare's Hall, Oxford
	St. Dominic's Sixth Form College, Harrow-on-the-Hill
	St. Mary's College of the Sacred Heart, Newcastle upon Tyne
	Sevenoaks School,
	United World College of the Atlantic, Llantwit Major, South Wales
Uruguay	The British Schools, Montevideo
Yemen Arab Republic	Mohamed Ali Othman's School, Taiz

CURRICULAR MATERIALS

Providing teachers maximum flexibility in the methods used to prepare students for examination, the International Baccalaureate program presents the various subjects in terms of objectives to be achieved. It is the teacher's responsibility to decide how topics are arranged, which are to be emphasized, and the different learning modes to be utilized.

The materials listed should be ordered from IBNA. All orders must be accompanied by payment or purchase order in *United States dollars*. Prices include shipping except for shipments to destinations outside the United States for which a surcharge equal to 7% of the total order must be added for insured parcel post. Air mail or freight is available at cost. Purchase orders should include an additional charge of $2.50 per order for handling.

General Guide to the International Baccalaureate(1)	
Fourth edition for examination sessions 1982, 1983, 1984, 1985	$ 7.50/copy
10 or more copies of the Fourth edition	$ 5.00/copy
Supplemental Syllabus Guides to 4th edition (Biology, Chemistry, Physics)	$ 4.50/subject
Examination Questions — Available as complete sets for each year, including English, French, German, Spanish and all other subjects in which examinations were given at higher and subsidiary levels. Other languages also available.	
Essay Questions: 1980, 1981(1), 1982(1), 1983(1)(2)	$20.00/year
Short Answer Questions: 1980, 1981(1), 1982(1), 1983(1)(2)	$20.00/year
Vade Mecum (instructions for administering the IB program)(1)	$ 7.50
Teacher's Guides:	
Language A & World Literature(1), History, Geography, Economics, Mathematics, Language B, Theory of Knowledge and Philosophy	$ 4.50/subject
Course Development Manuals:	
Language A/English, Language B/French, Language B/Spanish, Biology, Chemistry, Physics, Mathematics	$ 7.50/subject ($30.00/set of 7 subjects)
Languages A and B Prescribed Books Lists— Set has all lists from which teachers may select for languages A and B at both levels in English, French, German, Spanish, Arabic, Danish, Dutch, Hebrew, Italian, Norwegian, Russian and Swedish	$ 4.50/set
Biology, Subsidiary Level — Teacher's Notes and Resource List	$ 4.50
Chemistry, Subsidiary Level — Teacher's Resource List	$ 2.50
Criteria of Evaluation(1)	$ 4.50
Languages A and B Marked Examination Papers — Samples submitted by candidates and marked by examiners	
Language A/ English or French, higher and subsidiary levels	$ 4.50/language
Language B/ English or French, higher and subsidiary levels	$ 4.50/language
Mathematical Studies—3 monographs used in teaching course— Errors and Accuracy; Sets Switches and Logic; Numbers: Sets, Systems and Sequences	$ 7.00/set of 3
ISO Standards Handbook, Units of Measurement	$22.50
IBNA General Information Pamphlet, "Focus and Higher Standards for Secondary Schools"	$10.00 lot of 25 $35.00 lot of 100
Annual Bulletin of the International Baccalaureate Office	$ 2.50
Directory of IB Schools Worldwide	$ 2.50

(1) English versions will be supplied unless French version is requested; examinations in French available for most subjects.

(2) 1983 Examinations available after September 1983

The Origin of the International Baccalaureate

The idea of an International Baccalaureate—that is, of an international university entrance examination which could be taken in any country and recognized in any country—was first conceived by a group of teachers in the International School of Geneva in conjunction with other international and national schools in Wales, New York, Teheran, Copenhagen, Paris, Frankfurt, and Montevideo. They were concerned with both practical and educational needs. On the practical side, the school authorities found that the necessity of preparing their sixteen-to-eighteen year-old university-bound pupils for separate examinations—for example, the Swiss Maturité, the College Board Achievement tests, the British G.C.E. 'A' Levels, and the French Baccalauréat—required the establishment of a large number of very small and therefore very expensive classes.

On the educational side, the teachers were impressed by two grave disadvantages resulting from separate examinations in the various countries. Students preparing for the different examinations became segregated according to their various nationalities. At the same time, subjects had to be taught so as to accommodate the vagaries and varieties implicit in the different national systems of education requirements.

The founders of the International Baccalaureate were also concerned by what they saw as defects in many national programs and they sought to remedy these defects. They were most concerned with the ever-increasing emphasis on education as the mere delivery of information, the related fragmentation of knowledge, and the crowding out of aesthetic and creative experience.

As early as 1962 the International Schools Association instructed its executive to "explore the possibilities of a joint social studies examination, as a first step toward the establishment of a basic standard." In 1963, a grant from the Twentieth Century Fund made it possible for the International Schools Association to set up an ad hoc group of international educators to investigate the possibility of an international examination. Their studies and discussions and the programs that resulted also received substantial support from The Ford Foundation. In 1965 the International Baccalaureate Office was established in Geneva as a foundation under Swiss law. An International Council of Foundation was formed and an experimental project was launched in 1967 and offered for use in twenty schools starting in 1970.

Please address all inquiries to:

International Baccalaureate North America
200 Madison Avenue **New York, NY 10016**

N.B. On May 1, 1983, IBNA will move its office from 680 Fifth Avenue, New York, NY 10019 to the above address. IBNA's telephone number—(212) 265-4215—will change at the time of the move. The new number can be obtained by calling the old one or New York City information—(212) 555-1212.

H. Gilbert Nicol, Executive Director
Virginia I. Butler, Assistant to the Executive Director

March 1983

International Baccalaureate

North America

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